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ABSTRACT

This book focuses on the development of principles and treatment procedures that enable special education teachers to teach students with behavior disorders how to control their own social and academic behavior in the school setting. Recommended treatment is largely based on a self-management and social skills training model. The first chapter addresses why the treatment procedures within this model are necessary. Chapter 2 describes the origins of disordered behavior in children. Chapters 3 and 4 discuss how to assess the problem behaviors of students with behavior disorders. Chapters 5 and 6 are devoted to developing the framework in which the treatment procedures are actually implemented. These chapters provide extensive detail regarding the history and development of social skills and self-management training. They describe the complexities involved in the instruction, modeling, and role playing of social skills and detail the necessary conditions for teaching self-instruction, self-assessment, self-recording, and other methods used within the self-management treatment model. Appendix A provides a discussion of the definitions of "severe emotional disturbance" and "social maladjustment." Appendix B offers sample scripts to illustrate the actual instruction, modeling, and rehearsal of social skills and self-management under various controlled conditions. (Contains 83 references.) (DB)

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